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ABSTRACT

One hundred entries comprise the annotated bibliography of selected educational materials published in Pakistan from January through March 1976. Most of the materials are taken from Pakistani journals, newspapers, and government publications. There are 30 categories in which entries are presented alphabetically by author: administration, organization, and financing of education; adult education; agricultural education; curriculum; educational goals; educational planning; educational reforms; educational research; elementary and secondary education; examinations; health education; higher education; Islamic education; language teaching; libraries; literature for children; medical education; philosophy of education; professional education; psychology; sociology; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; and general. A special section on educational development by region is included. The final section contains a writers' index. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

IN PAKISTAN

Vol. 10 No. 1, 1976

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. Administration and Financing --- In: Development of Education in Pakistan 1973/75, 1-6. Islamabad, Curriculum Wing, Ministry of Education.

The Federal Ministry of Education is organized into wings for planning, administration, curriculum, and culture. Each wing is headed by a joint educational advisor assisted by deputies. The central structure of education in each province consists of a secretary for education, deputy secretaries, and directors. Schools are operated through an administrative system at divisional and district levels. Administration at the provincial level is decentralized. Education Councils have been set up at the national, provincial, district, and institution levels.

Public education is mainly financed by the federal and provincial governments. The development budget includes the expenditure for the annual development programs of the federal and provincial governments. The allocation for different levels of education and annual recurring expenditure are shown in two tables.

2. SHAH, S. Sarwar. Education --- Dawn (Karachi) January 5, 1976.

Reorganization of the Education Departments under the New Education Policy has been effected only in the provinces of the Punjab and Sind. Nothing has been done in respect of the North West Frontier Province in this respect. Here, there is only one Director of Education, as there used to be in 1913.

In 1913, the Director of Education had to look after no more than a dozen schools and six or seven offices. The primary and middle schools were then taken care of by the District Boards, and the denominational schools were managed by the communities concerned. Colleges, of course, were non-existing in those days.

Today, education has attained wider dimensions and larger proportions. There are about 400 high schools, 52 colleges, 600 middle schools, 2,000 primary schools, and 30 subordinate offices. Obviously, it is too much to expect one Director of Education to look after such fantastically large number of educational institutions and offices spread over the whole province. So, it is necessary to reorganize the administration

of education in the N.W.F.P. on the lines of the reforms introduced in the provinces of the Punjab and Sind.

ADULT EDUCATION

3. AHMAD, Mujtaba. Ta'aleem-e-Balighan (Adult Education) --- Hurriyat (Karachi) January 24, 1974 (U).

According to a report issued by the Federal Ministry of Finance last year, adult literacy program could not be stepped up for want of funds. This is not a happy news for a country where the percentage of literacy is terribly low. The need for adult literacy is very pressing, and no responsible government can affort to deny the blessings of education to the mass of its population.

It is high time serious efforts were made to step up the program of adult literacy in one hundred and fifty centers of the province of Sind. The present situation is deplorable indeed. These one hundred and fifty centers are lamentably inefficient in their working. Teachers lack enthusiasm; the strength of classes is low; and the methods of teaching the adults are unscientific.

4. HUSAIN, Mahmud. Adult Education: An Introduction --- In: Education and Culture, 75-79. Karachi, National Book Foundation. 1976.

Adult education is an ugly gap in our system of education, firstly in relation to our own culture and history, and secondly in relation to our present development needs and political aspirations. All our social, political, and economic ills have their roots in the illiteracy of our teeming millions.

At present our meaning of adult education is restricted to adult literacy or fundamental education. Adult education in its real sense covers educational activities of adults after the completion of their formal education. It is based on the belief that the process of learning and education never ceases, and formal education is only a preparation of self-education in later life.

In Pakistan the need of adult literacy compaign cannot be overemphasized. The number of people who are to be taught reading and writing is staggering. Either we educate our masses

or perish as a nation. The situation calls for bold schemes and sustained and integrated efforts. Some suggestions have been made for promoting adult literacy compaigns in the country.

5. KHAN, Qazi Masood Afzal. Mazdoor Aur Ta'aleem-e-Balighan (Workers and Adult Literacy) --- Mashriq (Lahore) February 3, 1976 (U).

The root cause of all evils among the industrial workers is illiteracy which has to be cured through an extensive program of adult literacy. Although the Government has taken steps for the spread of adult literacy both in urban and rural areas, the desired results have not so far been achieved. The reaction is that adult literacy centers do not appear to be enthusiastic in their work. Pakistan is one of the countries with the lowest percentage of literacy in the world. An overwhelming majority of our population lives in villages, and so far practically no effort has been made to educate the rural masses. They do not have even the elementary knowledge of writing and reading. If our villages are continued to be ignored as ever, we are doomed to remain an under-developed country.

AGRICULTURAL EDUCATION

6. AHMAD, Zahur. Agro-Technical Studies Curriculum --- Pakistan Times (Lahore) January 4, 1976.

In order to make a success of Agro-technical studies, the following suggestions are offered: 1. We shall need more than 000 teachers of agriculture every year and they shall have to be properly trained. 2. Almost all the girl schools will be having Home Economics classes. The successful implementation of the scheme will be possible only if the number of seats for training C.T. (Home Economics) teachers are increased to meet the demand for trained teachers in Home Economics. 3. Academically it is correct to suggest that schools should not have agricultural farms of their own, and students should participate in the actual agricultural operations on the surrounding lands. But it is feared that every school may not have such surroundings. It would, therefore, be advisable to provide funds for the acquisition of lands in such cases. 4. The most important factor in the execution of a project is its control. It is, therefore, suggested that experts should be appointed to coordinate and superivise the work.

7. AZAM, Ikram. The Socio-Cultural and Economic Implications of Agro-Technical Studies --- In: Pakistan Yesterday Today and Tommorrow, 397-402. Lahore, Student Services. 1976.

The present system of education in Pakistan is no longer intended to be theoretical, abstract, and impractical. It will be purposive, critical, productive, and progressive. The intention is to relate it to our own life situation, so as to improve, enrich, and enliven the community and national life. Therefore, the socio-cultural and economic implications of introducting agro-technical studies are wide and varied. Instead of producing an army of jobless white-collared gentlemen, the object is to have employment-worthy skilled workers for industry and agriculture, artisans, and qualified manpower, which can easily be absorbed in Pakistan's expanding economy and development projects.

The writer briefly discusses the emphasis on an agro-technical bias to education. The socio-cultural and economic implications of agro-technical education are also discussed. However, it is pointed out that nothing that is good in our traditional way of life and heritage should not be sacrificed for a highly Westernized, mechanized, and industrialized life pattern.

8. RAJA, Zahoor Ahmad. Zarai Wa Fanni Ta'aleem (Agricultural and Technical Education) --- Mashriq (Lahore) January 18, 1976 (U).

Pakistan is an agricultural country, and 75 per cent of its population lives in villages. It has, therefore, been decided to introduce agricultural education upto Middle Class in all rural schools, as also in some of the urban schools. Only 20 per cent of the urban schools will be selected for this purpose. It has also been decided that the subject of agriculture should be taught in all the High Schools of rural areas as a vocational subject in classes IX and X. This is all for the good, but the fact remains that unless we take up the matter seriously, the expected results are yet to be written and produced in the proper way. What is immediately needed is to engage suitably qualified persons to do this groundwork.

CURRICULUM

9. AZAM. Ikram. The Ratinale of the New Curricula for Primary Schools --- In: Pakistan Yesterday Today and Tomorrow, 405-415.

Lahore, Student Services. 1976.

Education is a continuous process from the cradle to the grave. It is an attempt to live better and fully. This is the rationale of the new curricula as presented in the new education policy. It aims at being 1. people-oriented; 2. based on national life and human nature; and 3. in consonance with our national requirements, interests, and resources.

An objective study of the new education policy and a critical analysis of the rationale of the new curricula would point the way to some more fundamentals and essentialson which the new curricula must be based. They are: 1. the grass-roots; 2. teachers must learn; 3. psychology; 4. some basic principles; 5. social involvment; 6. audio-visual aids; 7. economy; 8. overall work-load; 9. the individual and the group; 10. evaluation; 11. teachers guides; 12. students' worktooks; 13. educational expenses; and 14. micro-testing.

It is concluded that in the last analysis, the success of the new education policy and the productive implementation of the new curricula depend upon the teacher.

10. KHAN, Haider Ali. Nisab Ka Jadeed Nazariya (New Theory of Curriculum) --- In: Qaumi Ta'aleem, 1974-75, 114-117. Karachi, Government College of Education, 1975 (U).

The modern conception of curriculum covers all the activities undertaken for the allround development of the students under the supervision of the school. These activities are not confined to classroom lessons; they include the activities out of the class and even those out of the school compound. The purpose of curriculum is the overall development of the personality of the student, so that he may become a useful citizen of the country in the future.

There is a discussion on the salient features of modern curriculum preparation under the headings: 1. three important factors of curriculum; 2. old curriculum and new curriculum; 3. principles of curriculum planning; and 4. two fundamentals of curriculum.

11. ZIA, Mehruz. Nisab Kay Anasir (Elements of Curriculum) --- In: Qaumi Ta'aleem 1974-75, 118-126. Karachi, Government College of Education. 1975 (U).

The definition of the word "curriculum" is given, and the ancient and modern concepts of curriculum are explained. Curriculum planning is based on certain basic principles that underline the aims and objects of education suitable for the students. The basic elements of the curriculum are: 1. psychological element; 2. social element; 3. philosophical element; and 4. religious element. It is briefly discussed how these elements affect curriculum planning in Pakistan.

There is a brief discussion on the planning of curriculum in the field of general education and for specialized courses. General education is compulsory for every student, whereas specialized courses form the optional group of subjects prepared according to special interests and individual apitudes of students on the one hand and national need on the other.

EDUCATION GOALS

12. ADEEB, Ovais Ahmad. Qaumi Taraqqi Mein Ta'aleem Ki Ahmiyat (Importance of Education in National Development) --- Musawat(Lahore) October 21, 1975 (U).

There is no denying the fact that education plays an important role in the development of a country. The system of education should, therefore, be such as would fulfil the needs of the time. The following measures may be taken to achieve this purpose: 1. Higher education should be based on research based on practical experiences. 2. The educated class should be provided vocational education. 3. Reliance upon foreign resources should be avoided as far as possible. 4. Technical education should be made compulsory.

Special attention should be paid to the primary education. All developed countries in the world attach special attention to primary education and spend 8 per cent of their national income on this head of expenditure.

13. AZAM, Ikram. People's Involvement in Education --- In: Pakistan Yesterday Today and Tomorrow, 379-384 . Lahore, Student

Services. 1976.

The short-term goals of educational schemes may and do differ with place, time and resources. But the fundamental principles and objects of education are everlasting and universal. The aim of education is to produce a sound, harmonious, and stable personality.

This is the age of democracy wherein the whole life along with all its blessings, including education, centers on common man. Thus, the people's involvement in education has assumed paramount importance. The aim of our new education policy is none other than this. Only when people are actually involved in our plan of national education, including general literacy and adult and continuing education, will we be able to hope for any success. The importance of the people's involvement in education cannot be ignored, nevertheless such an ideal presupposes the true democratization of the human heart.

14. HUSAIN, Mahmud. Education and National Regeneration --- In: Education and Culture, 69-74. Karachi, National Book Foundation. 1976.

In recent times Pakistan has passed through a really dismal period of its history when the country was forcibly divided into two parts. Such a major dislocation always carries both danger and promise with it. We must make every effort to save the situation and education is the best means for reconstructing our national life. Pakistan itself is the political fruit of an educational movement of the Muslims of the sub-continent. We must, therefore, turn to it again for our social, cultural, economic, and political endurance.

The role of education in national regeneration is discussed in some detail under the headings: 1. education and social life; 2. ideology; 3. national economy; 4. political dimension; and 5. educational hodge-podge. It is concluded that a good deal of ground work has to be done before we achieve a clear understanding of the vital educational issues on which our survival as a nation depends.

15. HUSAIN, Mahmud. Tradition and Change in Education --- In: Education and Culture, 39-43. Karachi, National Book Foundation. 1976.

The problem of tradition and change has a special importance for

us in Pakistan, for in the matter of education this country is passing through a sort of transition. We in Pakistan have no system of education as yet; we are, however, striving to develop one. At the time of independence we inherited a pattern of education which we had always considered inadequate to meet the challenge of education in the modern world. We needed an educational system that would sustain and reinforce our national identity.

Pakistan is passing through a formative phase. The educational reforms and policies we adopt now will have far-reaching influence on our national life. A major issue, which deserves serious consideration in this context, is the place of tradition and change in education. The topic has been briefly discussed under the heads: 1. two functions of education; 2. clamour for change; and 3. tradition: basic values.

EDUCATION PLANNING

16. ASLAM, Mohammad. Educational Priorities --- Pakistan Times (Lahore) February 21, 1976.

The plan to increase per capita expenditure on education from Rs. 23/- to Rs. 63/- by 1979-80 reflects a healthy shift in national priorities. It is a measure meant to revitalize a sector that was grossly neglected in the past. Policy reorientation in respect of content of education was necessitated by a situation marked by severe shortage of skilled manpower and an oversupply of general graduates.

The first step for improving the situation was the education policy wich aims at replacing aimless general education by purposeful vocational and technical education. A new scheme of studies weighted toward agrotechnical and industrial education has already been finalized and selectively introduced. The Government has now drawn up a program to reduce enrolment in arts education and increase it proportionately in science subjects.

EDUCATION REFORMS

17. ADEEB, Ovais Ahmad. Nai Ta'aleemi Policy Ko Nakam Banane Ki Sazish (Conspiracy to Undo New Educational Policy) --- Musawat(Lahore)

November 14, 1975 (U).

Unless the government takes drastic steps to curb the so-called educational manipulators, the standard of education will continue to deteriorate. There are still a few principals and teachers in certain schools who want the new educational policy to come to nothing.

The National Bureau of Curriculum, which has prepared a new educational scheme for Intermediate to be introduced in 1978-79 in the country, shall have to exert itself to the full to make the policy a success. Under this scheme Intermediate has been divided into three groups: Science, Social Science, and General. The basic aim of the scheme is to provide employment to the students after higher secondary and degree examinations. This scheme will also help our students to fit in with the needs of the time.

18. AZAM, Ikram. The New Education Policy: A Brief Survey --- In: Pakistan Yesterday Today and Tomorrow, 367-375 . Lahore, Student Services. 1976.

The Education Policy (1972-80) was launched by the present government in March 1972. Though rather controvercial, it was generally well received. The salient features of the policy are: 1. free universal and compulsory education; 2. shift towards science, agriculture, and technology; 3. increased attention toward adult education and the education of the handicapped; 4. revision of syllabi and curricula; 5. program for centralized book production; 6. nationalization of private education; 7. reform of the examination system; and 8. care of student welfare, guidance and councelling, and parent-student-teacher relationship.

It is proposed that during its implementation, the new education policy should be kept constantly under review in order to jettison the dead weight and avoid wastage.

19. BROHI, Zakia. Education Policy --- Pakistan Times (Lahore) January 21, 1976.

The new Education Policy is being speedily implemented. Curricula have been drastically revised from Classes I to X, and new textbooks have been prepared for all subjects. A number of new vocational subjects have been introduced in higher classes. This

would create the need for more teachers and lecturers for intermediate colleges, as the subjects offered in the secondary classes would be introduced in the intermediate classes under the proposed scheme. As already pointed out in the Education Policy, considerable delay occurs in filling up posts by direct recruitment through the existing Public Service Commission. This has resulted in a large number of appointments continuing on ad-hoc basis for many years. This has caused great hardship to many. To avoid this delay, the Education Policy has provided for the appointment of two additional members, preferably from the education cadre, to the present Public Service Commission in the larger provinces. It is hoped the provincial government would implement this particular provision to meet the requirements of the Education Policy.

20. The Education Policy 1972-80: Objectives-Measures Proposed to Achieve the Objectives of the Education Policy --- In: Development of Education in Pakistan 1973/75, 7-22 . Islamabad, Curriculum Wing, Ministry of Education. 1976.

The Education Policy 1972-80 formulated by the People's Government was announced by the President of Pakistan on March 15, 1972 and was taken up for implementation from the year 1972-73. The objectives of the new policy are mentioned, and the main changes introduced by the new education policy are pointed out.

About ninety measures are proposed to achieve the objectives of the new education policy. Some of them are universal and free education upto class X, improvement of the quality of primary education, massive shift from enrolment in arts to enrolment in science and technical subjects from secondary and higher secondary stages, opening of new universities, establishment of centers of excellence in universities, appropriate measures to wipe out illiteracy, etc.

EDUCATION RESEARCH

21. RIZVI, Azhar. Educational Research: Nature and Scope --- Karachi, Pak Organization of Workers in Educational Research. 42p. 1976.

The main purpose of this guide is to enable the reader to understand the nature and scope of educational research.

The guide has three chapters. The first chapter "The Concept of Research" explains the nature of research and defines it in terms of the scientific method. The second chapter "The Nature of Educational Research" defines educational research, indicates its characteristics, analyzes its process, and describes its types. The third chapter "The Scope of Educational Research" demarcates the areas of educational research, describes the conditions conducive to educational research, identifies the characteristics of an effective research worker, explores the values of educational research, and throws light on the attitude of people toward educational research.

ELEMENTARY AND SECONDARY EDUCATION

22. AHMAD, Rashid. Primary Education --- Dawn (Karachi) February 19, 1976.

Primary education plays an important role in the process of development of country with a very low per capita expenditure. Pakistan ranks among the poorest nations of the world. Its educational allocations have hitherto fallen substantially short of the standard laid down by UNESCO, namely four per cent of the GNP (in our case, it was 1.6 of the GNP in 1974-75). The present outlay on the elementary education (Rs. 3,920/- million) is thus quite impressive.

The task of reorganizing education is stupendous. Double shifts may not be very helpful. A crash program may have to be introduced right away. This has to be under-pinned with an yearly assessment in order to ensure progress at a sustained pace. There should also be constant watch on the dropout rate, which at present is more than 50 per cent. These challenges have to be met within the given constraints. This would require imagination, drive, and resourcefulness of a very high order among those entrusted with the implementation of the program.

23. AHMED, Shaikh. Education and Mental Health --- Leader (Karachi) December 23, 1975.

The mental health of a child depends upon the proper educational environment. The object of education is to create experiences

that are conducive to the development of the mental health of the child. No experience that fails to provide a grip on reality is conducive to the healthy mental growth of the child. The provision of natural environment is becoming difficult in the urban surroundings of modern times, and this situation is adversely affecting the healthy mental growth of the child.

The first task of education is to provide the best possible environment for the mind to come to grips with reality. The mosque-madrassa system provides in miniature natural environment within and around the mosque. The importance of mosque-madarassa system and its advantages in the modern world are briefly discussed.

EXAMINATIONS

24. ABIDI, Riaz. The Semester System: A Few Suggestions.--- Pakistan Times (Lahore) January 11, 1976.

The semester system has been introduced in the various universities of Pakistan, the latest being the Punjab University. The system in this university is only two months old and it is already in serious trouble. The institutions are demanding a lowering of the grade average for pass marks from 2.5. to 2. Most of them have no clear idea of the grades and credits. They have been, however, alarmed by the information that 2.5 grade average means 67 per cent marks. It means that a student getting an average of less than 67 per cent will not qualify for the degree, whereas in the old system only 60 per cent marks were needed to secure a first division. Now 86 per cent marks are required.

The main reason for this confusion is that the change from the comprehensive system to the semester system of examinations has been introduced rather abruptly. The teachers, most of whom were unfamiliar with the new system, concentrated exclusively on the examinations. In order to make the system a success, the syllabus should be made more factual, objective, and precise. The teaching method must also be radically changed to suit the semester system.

25. CHOUDHURY, Yaseen. Semester Sistam Aur Talaba Kay Masa'el (Semester System and Problems for Students) --- Mashriq (Lahore) March 19, 1976 (U).

The foremost demand of the students is that no student should be

detained in the first semester. Necessary changes should be made in the system of grade point average. The students who have been awarded interim promotion, should be given a chance to make up their deficiency in the next semester. Similarly, any student who could not get through a semester because of low percentage of marks, insufficient attendance, or for some similar reasons, he should be promoted to the next semester and given an opportunity to catch up in the next semester. No hard and fast rule should, however, be enforced for a few years. The students should be encouraged to work hard and do their best in the examinations.

26. KHAN, Amir Zaheer. Talaba Aur Semester Sistam (Students and Semester System) --- Musawat (Lahore) October 12, 1975 (U).

To arrest the fast deteriration in the standard of education, semester system should be introduced in colleges. The students trying to seek admission to the universities just for fun's sake should be strictly kept out. They only poison the atmosphere of educational institutions.

Secondly, more attention should be paid to practical than to theoritical teaching. The principal objective of education is character building and this is closely related to practical life. The following suggestions may be helpful in raising the standard of education: 1. Educational institutions should be kept free from party politics; 2. Teachers should be provided better facilities, and only highly qualified individuals should be entrusted with the job of teaching. 3. The system of education must be coordinated to the imperatives of practical life. 4. Examinations should be held on time.

27. KHURSHID, Abdus Salam. Semester Sistam Kay Khushgawar Nataij (Encouraging Results of Semester System) --- Mashriq (Lahore) January 11, 1976 (U).

The semester system introduced in most of the universities of the country has yielded very encouraging results. Before the introduction of this system, the students used to complete only one-third of the work allotted by the teachers. Now the situation is quite different. No student now absents himself from examination. Almost all work hard and take ample interest in their students. There is a hue and cry against the rotation system. What all is needed now is to improve this system and work it honestly some length of time. Good results cannot be achieved in a few

semesters. The semesters and their rotation systems need time to prove their usefulness.

28. RAHMAN, Hafizur. Semester Sistam (Semester System) --- Mashriq (Lahore) January 16, 1976 (U).

A number of problems have cropped up with the introduction of the semester system. The first problem is the non-availability of reference books and the second is shortage of teachers. Unless these two problems are solved in good time, the success of the semester system will remain a dream. Every University should have a well-equipped library, with books on technical and scientific subjects. Likewise, laboratories should also be fully equipped. At the moment, neither libraries nor laboratories are up to date. Classrooms are small and stuffy. Conditions in rural areas are even worse. It is unfortunate that no steps were taken to improve the conditions before introducing the semester system.

HEALTH EDUCATION

29. HAQ, Mohammad Moinul. Sanuvi Madaris Mein Ta'aleem-e-Jismani Ki Zarurat-o-Ahmiyat (Importance and Need of Physical Education in Secondary Schools) --- In: Qaumi Ta'aleem 1974-75, 136-138. Karachi, Government College of Education. 1975 (U).

It is an accepted fact that a healthy mind and a healthy body go together. So, in one way or another, health education has always remained an important feature of human training. It was again in ancient Greece, however, that we come across health education forming an integral part of educational curriculum. Today health education together with games and physical training, is part and parcel of school activities.

The importance of health education is briefly discussed. It is lamented that health education is a neglected field in our schools. There are practically no physical training specialist to impress upon the students the importance of health education. The new education policy has laid due emphasis on health education. It is hoped that sincere efforts will be made to give effect to the provisions of the policy relating to physical education.

HIGHER EDUCATION

30. MALIK, Aslam. Punjab University Mein Rotation System (Rotation System in Punjab University) --- Mashriq (Lahore) January 23, 1976 (U).

The rotation system introduced in the Punjab University has not proved effective and workable as yet. Rather, this system has adversely affected the standard of education. When the students know that a particular teacher is not going to last long as head of a department, they pay him little respect or attention. Even other teachers working under him do not take his orders seriously. This system, if continued for a length of time, will only lower the standard of higher education. It is high time the system of rotation is abolished immediately.

31. MALIK, Karim. Multan University (Multan University) --- Mashriq (Lahore) February 18, 1976 (U).

The opening of a University in Multan will help increase the percentage of higher education and popularize university education in the Division. Since Multan Division is agriculturally very rich, a college for agriculture will also be set up there. Special subjects, like Pharmacy, Chemical Engineering, Commerce, Business Administration, Petroleum technology and Textile technology will also be taught.

At the moment the University is functioning in a Government School at Gulgasht, where thirty teachers are teaching 230 students in the departments for English, Urdu, Physics, Economics, Chemistry, and Mathematics. The University will hold examinations from the new academic year. It will also hold examinations for private students and award them degrees. The University has no hostel facility for the students. It also lacks laboratory and library facilities

ISLAMIC EDUCATION

32. NOORALLY, (Miss) Sawahir. Modern Education and Religion --- Leader (Karachi) February 19, 1976.

Science and technology are the watchwords of modernity. We must exploit to our advantage the materialism of science and

technology in order to strengthen our own beliefs and institutions. Islam is our religion, and the challenge for us is the codification and interpretation of the various influences that have gone into our system of education.

With the increase in knowledge, we should be able to gain insight into our problems and our destiny in the world. In Islam, material and technological advances go hand in hand with spiritual advancement.

The writer briefly discusses various remarks of Prince Karim Agha Khan on the relationship between modern education and Islam.

LANGUAGES, TEACHING OF

33. ABEDI, Riaz. The Status of English in Our Curriculum.--- Pakistan Times (Lahore) January 18, 1976.

The manner in which English is taught in our country is a serious hinderance to the development of a student. It produces disastrous results academically, economically, culturally, and psychologically.

The pass percentage in English in the B.A. examination is about 22 per cent. It means that 78 per cent of the students fail in the B.A. examination only because of English. It is all the more serious when we know that most of these students are quite good in other subjects. Sometimes they secure 70 to 100 per cent marks in other subjects.

The academic standards suffer in another way also. Those who are quite good in English are not so good in other disciplines. Because of good English their performance is very good in the B.A. examination. They have therefore better chances of getting admission to a post-graduate class in any subject. But for these specialized studies they have only mediocre talent. Thus, in quite a number of cases students having an aptitude for a subject do not pass the B.A. examination, or secure very poor marks and cannot get admission in M.A., while mediocre students with only a casual interest in studies fill these classes. The best are eliminated and the mediocre are promoted.

34. AWAN, Mohammad Amir. Importance of English Language --- Pakistan Times (Lahore) January 4, 1976.

English language has become an indispensable medium of international

communication, and time is not yet ripe for us to drive out English from our land. The retention of English language is no bar to the flowering of our national culture and the revival of our native literature. It is strange that our scholars are alergic to the presence of English language in our land. Their antagonism toward English only shows how immature we are in our likes and dislikes.

English language, which has undoubtedly become the international medium of communication, must be retained as an interim means of communication among Nations and peoples of the Third World. Instead of giving serious thought to the demand for doing away English language, the Federal Government should take steps for the teaching of the French, German, Japanese, Chinese, and the Russian languages.

35. LODHI, R.A.K. English Language Teaching --- Morning News (Karachi) March 1, 1976.

The standard of teaching English has been fast deteriorating. In some of the secondary schools the teachers seldom speak English in their classes. They do it only on the 'Inspection Day'.

Generally, only 12 periods of English are allotted for the teaching of English out of 45 periods in a week. The periods are distributed over prose, Poetry, Essay, Story, Dialogue, Grammer, and the checking of copies. No wonder then, that pupils' standard of attainment in English is so low. The government should seek the help of experienced, specialist teachers of English in the matter instead of relying on the suggestions of Headmasters' Association, which, in itself, is of doubtful worth in our educational setup.

LIBRARIES

36. MALIK, Zaman. More Libraries --- Pakistan Times (Lahore) January 21, 1976.

The Punjab Government is determined to introduce the semester system in all universities and colleges. To make the system a success, the government has decided to re-equip university and college libraries to ensure better reading facilities to teachers as well as students. For this purpose special funds have been

allocated to various educational institutions.

University libraries should be well-staffed, too. The staff working in most of the libraries is inadequate. In some of the colleges there are no librarians, in others there is just one. In some cases, there is an attendant to assist the librarian while elsewhere there is also a clerk or an assistant. Each college library should have one assistant librarian, one library assistant, one clerk, one typist for a college with an enrolment of up to 1,000. Similarly, in university libraries, where stress is laid on 'open access', the question of additional staff becomes all the more important. It is suggested that each Directorate of Education should have an Assistant Director of Libraries for the purpose of developing college and school libraries, formulating plans, and implementing government decisions.

LITERATURE FOR CHILDREN

37. HUSAIN, Mashkoor. Books for Children --- Dawn (Karachi) January 31, 1976.

Children's books produced in this country need improvement both in content and variety. Fiction at present receives a disproportionate share of production. The National Book Foundation has attempted to widen the scope and range of subjects, and this deserves emulation by private publishers. Children's books may be written on subjects like history, human values, travelogue, science, navigation, aviation, oceanography, exploration, religion and Islamic heritage, etc. This diversification would be worthwhile only if the best possible writers, specialists, and editors are commisioned for the works. Incidentially, there is some logic in the suggestion that the curriculum load of the children should be reduced to some extent to allow them sufficient time to read other books and form an independent reading habit.

MEDICAL EDUCATION

38. ALVI, Syed Mahmood Husain. Medical Education --- Pakistan Times (Rawalpindi) January 30, 1976.

Many people have suggested that the number of seats in medical colleges in the Punjab should not be increased, because, it is

agreed such increase would lower the standard of teaching in the colleges. This is not true. Our country, is in urgent need of more doctors. At present, most doctors are practising only in the cities. They do not realize the supreme aim of their profession. Many people die in remot parts of our country for want of proper medical care. The Ministry of Health should increases the number of seats in medical colleges, provide better equipment and facilities for study, and enforce laws requiring doctors to serve in rural areas for a fixed period of time.

39. BAKSH, Allah. Medical University --- Pakistan Times (Rawalpindi) February 5, 1976.

The main cause of the deterioration in the standard of medical education is the rapid expansion of medical education without provision of proper accommodation, laboratory equipment, teaching staff, etc. Such a hurried expansion was bound to result in an all-round deterioration in the standards of teaching and learning. Hence, the de-recognition of Pakistani medical degrees by Britain and other Western countries.

It is, therefore, suggested that in order to improve the falling standards of education in our medical colleges, we should have a medical university. We have universities of agriculture and engineering, but so far as medicine is concerned, we have about a dozen or so medical colleges and have left them to find for themselves. A medical university will bring coordination between them and help raise their teaching standards. Besides, the university would impart higher education in special branches of medicine and also provide facilities for research and for conducting examinations for higher courses in consultation with the British and American Universities.

40. KHAN, T.A. More Medical Colleges --- Sun (Karachi) February 7, 1976.

About 1,750 seats are offered to the students of the Punjab. This number is far less than the number of doctors needed to meet the requirements of the Punjab, the largest province of Pakistan. As against this, 1,777 seats for medical education were offered in a province having only one third population of the Punjab. Thus, Punjab should have 5,000 seats in its medical colleges. It is rank injustice to the students of this province to allot a meagre quota of seats in medical colleges.

It is, therefore, proposed that new medical colleges should be set up at Sahiwal, Dera Ghazi Khan, Gujranwala, Jhelum, Sargodha, etc. from the current year. The number of seats easily be increased to a maximum of 300 in the present medical colleges.

41. QURESHI, M.S. Admission to Medical Colleges --- Morning News (Karachi) January 12, 1976.

Since we want good doctors, all admissions, without exception, should be strictly on merit. We should not go only by the results of F.Sc. alone in the matter of admission to medical classes. There must be stiff admission tests, both written and oral. Even this is not enough. Medical training is hard and strenuous. The first requirement is physical fitness and tough stamina matching the exacting training and taxing professional life. In addition, physhological tests should be conducted to determine the aptitude of a candidate for the profession. Those who cannot show proper respect to their teachers and are rude to their teachers are not fit to learn Medicine. Extra curricular activities should be confined to sports. In a healthy academic atmosphere thus created, dedicated teachers can turn out excellent doctors.

42. NASRULLAH, Nusrat. The Many Maladies of Our Medical Education --- Morning News (Karachi) February 14, 1976.

It is important that students desirous of becoming doctors should go through aptitude tests. It is not enough to have a first division. It takes more than a first division of dubious merit to be a good doctor. In the kind of conditions prevailing in our country, we should take care to send only the right sort of young people to medical schools.

The Federal Health Ministry is reported to have set up a special cell for improving medical education in the country and for suggesting ways and means to removing the causes of the decline in the quality of medical education.

PHILOSOPHY OF EDUCATION

43. HUSAIN, Mahmud. Education and Freedom --- In: Education and Culture, 63-67. Karachi, National Book Foundation. 1976.

Freedom is in itself a highly actractive idea and appeals parti-

-cularly to educationists. But what it means in the context of education is briefly discussed by the writer.

The question of freedom in relation to education has to be viewed from several points of view. First, education must be a training for life in a free society. Secondly, there is the question of the degree of autonomy which educational institutions in a free society should enjoy. No state can be totally indifferent to what is done in schools, colleges, and universities; but the root point is what are the limits beyond which the state must not interfere in their work. Thirdly, granted that educational establishments are afforded the necessary degree of autonomy, what should be the duties of teachers in relation to students. It is concluded that the problem of freedom in matters of education needs to be considered from each of these points of view.

44. HUSAIN, Mahmud. Ideological Foundations of Education --- In: Education and Culture, 17-22. Karachi, National Book Foundation. 1976.

The statement that Pakistan is, or should be, an ideological state reflects the sentiments of an over whelming majority of the people of Pakistan. The meaning of the word 'ideology' is explained, stressing the need for a full review of the concept of an ideological state and a proper comprehension of the various aspects and appreciation of the educational possibilities.

The writer briefly presents the ideas of an ideological state from the point of view of education. The subject is discussed under the heads: 1. value system; 2. path to universality; and 3. religious value. It is concluded that education, if it is not to become vain and lifeless, must look after not only the intellectual, but also the moral well-being of the community. Education, divorced from higher and nobler cultural aims and ideological considerations, is futile.

45. HUSAIN, Mahmud. Iqbal's Educational Thought--- In: Education and Culture, 23-30. Karachi, National Book Foundation. 1976.

Iqbal's philosophy and poetry have received a fair amount of attention from scholars and writers, but very little thought has been given to his ideas about education. This is obviously due to the fact that although Iqbal actually taught for several years,

he was not an educationist by profession and hardly ever wrote specifically on education.

We find in Iqbal references, direct and mostly indirect, to everything that touches educational system. We can readily draw from his writings the picture of a perfect man: man as an individual, and man as he stands in relation to other men, in relation to nature and finally in relation to the ultimate reality. These aspects of man excite the interest of an educator, for the perfect man of Iqbal is also the best educated man. Iqbal's ideas on education are briefly traced under the headings: 1. concept of Khudi; 2. the need for change; and 3. intellect and intuition.

46. HUSAIN, Mahmud. Religion and Education --- In: Education and Culture, 9-15. Karachi, National Book Foundation. 1976.

The educational system prevalent in the country is undergoing a process of large-scale review and reconstruction. This is precisely the time when we must decide if at all religion is to play any important part in our education. An examination of this question is necessary because ours is a country where we are engaged in the task of remoulding a wide assortment of patterns and systems upon an integrated national pattern.

The writer has tried to explain why educationists should concern themselves with this issue and has discussed the problem under the headings: 1. a code of values; 2. religion and ethics; 3. the new challenge; and 4. when to begin?

47. SIDDIQI, Anwar Ahmed. Iqbal Behasiyat Mahir-e-Ta'aleem (Iqbal as an Educationist) --- In: Qaumi Ta'aleem 1974-75, 100-104. Karachi, Government College of Education. 1975 (U).

Iqbal is basically a poet, but in his poetry he is preoccupied with the development of the Muslims of the subcontinent. He has not written anything directly on education, but he holds that right type of education is the only way to the betterment of the Muslims.

The basis of his educational philosophy is 'self-recognition'. If, according to him, education does not help in the development of the 'self' in man, the education is meaningless. His famous poem 'Javed Nama' is a true depiction of his ideas on education. Iqbal wants to develop 'self' in man through education, but never

at the cost of nation. Education should develop love of religion and Islamic values in man. Iqbal is critical of the Madrassa education as well as the present Western system of education.

PROFESSIONAL EDUCATION

48. AKHTAR, Nasim. Wasted Education --- Morning News (Karachi) January 9, 1976.

Positive advantages are to be gained from the proposed scheme to give vocational bias to the secondary education throughout the country. It will certainly be a significant step toward establishing close relationship between the educational system and the country's economic requirements.

A vocation-oriented education policy will be the natural corollary to the vital education reforms. Unfortunately, the vocational aspect has been grossly neglected so far, mainly because we inherited the present educational system from our foreign masters. The new scheme under which every secondary school student will have to study one vocational subject will go a long way toward improving the quality of manpower to the immense benefit of national economy.

Evidently, the task of re-orientating the education policy is not easy. The basic needs in this area are improved teaching methods, better textbooks, appropriate student-teacher ratio, proper motivation of students, and training of teachers.

PSYCHOLOGY

49. AZAM, Ikram. The Socio-Cultural Aspects of Educational Guidance and Counselling in Pakistan --- In: Pakistan Yesterday Today and Tomorrow, 387-393. Lahore Student Services. 1976.

In Pakistan, the socio-cultural aspects of education in general, and educational guidance and councelling in particular, aim at character building, personality development, ideological inspiration, social reconstruction, and political motivation. Education should produce good Pakistanis, good Muslims, and good human beings.

The objectives of the new education policy are discussed and it is shown what part guidance and counselling plays in our educational

setup. It is pointed out that despite all the importance that is attached to guidance and counselling, in actual planning and practice the subject finds no mention directly, indirectly, or with due emphasis in the new education policy. Some suggestions are put forward to achieve the desired goals of national education.

SOCIOLOGY

50. HUSAIN, Mahmud. Education and Society in Pakistan --- In: Education and Culture, 53-62. Karachi, National Book Foundation. 1976.

Coordination of school and society was remarkably well achieved during the Muslim period in India. When the Muslims came to this sub-continent education had no relation with society. It was the prerogative of the high-caste Hindus, and Sanskrit was the medium of reading and writing which was not understood by the laity. With the arrival of the Muslims the language barrier was broken and a closer coordination was established between education and society. The influence of Islam on the education pattern of the Indian society is mentioned. Although the impact of the West had a highly disintegrating influence on the vital relationship between education and society, yet even during the 19th century the standard of education in Muslim institutions could compete favorably with that in the most famous universities of the West.

We had succeeded in the past in achieving a creative adjustment between school and society. But as matters at present stand, we are faced with a serious disruption between school and society. The causes of disruption are discussed and suggestions for bringing about a close coordination of school and society are presented.

STUDENTS' PROBLEMS

51. HUSAIN, Mahmud. Student Unrest in Pakistan --- In: Education and Culture, 85-96. Karachi, National Book Foundation. 1976.

Today, the student population in a large number of countries is in a state of unrest and political agitation. They have become real headache to their governments, educationists, and parents.

Students in Pakistan are no exception to this surging wave of agitation. Students' interest in politics has a long history in

Pakistan because they have played a very prominent part in its creation. But now they are being told to keep themselves away from politics. They naturally refuse to accept this advice and continue clamouring for their rights both educational and political. When they are denied these rights, they create law and order problem.

The writer discusses various causes of student unrest and suggests remedial measures under the headings: 1. internal freedom; 2. socialist thinking; 3. conflict of values; 4. poorly staffed educational institutions; 5. high cost of education; and 7. student organizations.

52. SAGGU, Abdul Qayyum. Our Abundant Youth --- Morning News (Karachi) February 2, 1976.

Unfortunately, we have no systematic plan for harnessing the youth energy during school and college vacations when the students idle away their time while waiting for result after their annual examinations. The government should give serious thought to the question of how to put the youth energy to some useful and productive purpose. According to modest estimates the number of the students in all the provinces of Pakistan is more than a million. If this potential force could be usefully employed in suitable productive jobs, it would certainly add to national wealth, increase production and strengthen the economy of the country.

53. SALIMULLAH, Mohammad. Loans for Students --- Dawn (Karachi) February 12, 1976.

The Federal Minister's statement in Brimingham that the Pakistan government is considering a scheme of interest-free loans to Pakistani students abroad will be particularly welcomed by the Pakistani students in Britian who will have to pay higher fees in British educational institutions. Even now foreign students are paying higher tuition fees than what the local students do. The British government now wants them to pay at double this rate from the next year.

It ill becomes a country like Britain which claims a development oriented attitude toward third world countries, to add to the burden of the students of these countries in her institutions. Higher fees will affect more than 60,000 students at present enrolled in graduation or post-graduation classes. Most of them come from developing countries, particularly Pakistan and India.

54. Annexures --- In: Teacher - His Changing Role, 39-78. Islamabad, Curriculum Wing, Ministry of Education. 1976.

The book has 19 annexures in the shape of some writeup and tables showing various facets of information pertaining to teacher education in the country.

The annexures are: 1. general information; 2. teachers and teacher education; 3. elementary education; 4. secondary and intermediate education; 5. adult and continuing education; 6. scheme of studies for secondary school examination; 7. proposed scheme of studies for intermediate classes; 8. scheme of studies for intermediate examination; 9. number of institutions; 10. enrolment; 11. number of teachers; 12. summary number of teachers in the educational institutions in Pakistan by kind, level, and sex for the period 1947-48 to 1972-73; 13. summary number of teachers in secondary (vocational) institutions in Pakistan by type and sex for the period 1963-64 to 1972-73; 14. teaching staff by level, sex, and locality for the period 1970-71 to 1972-73; 15. summary number of enrolments and teaching staff by sex in primary, middle, and high schools in Pakistan, 1972-73; 16. output of teachers in examinations conducted by education directorates in Pakistan by sex; 17. structure of teacher education in Pakistan; 18. scheme of studies for elementary classes; and 19. scheme of studies for middle classes.

55. CHOUDHRY, Hedayatullah Khan. Asateza Ki Tarbiyati Academy Ka Qayam (The Establishment of Training Academy for Teachers) --- Mashriq (Lahore) March 31, 1976 (U).

It is heartening to learn that the Government is opening a training academy for teachers in Lahore. The academy will train teachers in the preparation of textbooks, educational planning, and educational administration. Although training facilities exist for the primary and secondary school teachers, no such facilities are provided to the colleges and university teachers. Teaching is an art, and every individual cannot make a good teacher without prior training.

A few proposals are made in this connection: 1. The Academy should provide training to all teachers from the primary to the university level. 2. Only the well qualified teachers should be appointed to work in this Academy. 3. The Academy should be

given the status of an independent educational institution. 4. All the departments should have separate teachers. 5. The medium of instruction in the Academy should be Urdu. 6. Other provinces of the country also should have such Academies.

56. Development of Teaching and Tool Kits for Primary Schools --- In: Teacher-His Changing Role, 35-35. Islamabad, Curriculum Wing, Ministry of Education, 1976.

A project estimated to cost about Rs. 8.25 crore has been proposed to supply teaching kits to primary schools throughout the country for improving the quality of education and implementing the new curricula. The project envisages the supply of kits to about 55,000 primary schools. About 10,000 kits will be produced during the next fiscal year.

The project has been prepared by the Audio-visual Teacher Education Unit, a constituent of the Curriculum Wing of the Ministry of Education. The proposed kits made from indigenous materials will include a variety of materials and equipment to be used in all school subjects, such as science, mathematics, social studies and languages.

57. The Education System: Challenge and Reforms --- In: Teacher-His Changing Role, 1-8. Islamabad, Curriculum Wing, Ministry of Education. 1976.

Educational reforms in Pakistan launched in March 1972 have objectives that envisage an entirely changed role of the teachers. The objectives of the new policy emphasize the need for change in the role of the teacher.

The various implications of the changing role of the teacher for pre-service education are mentioned. These are followed by implications of the changing role of the teacher for in-service training. It is pointed out that the institutions meant to prepare teachers must experiment with the new forms of pre-service and in-service programs of teacher education in order to meet the new needs. The problems and issues involved in such programs are presented.

58. Implementation of the policy --- In: Teacher-His Changing Role, 9-10. Islamabad, Curriculum Wing, Ministry of Education. 1976.

The education policy lays much stress on the improvement of the system of teacher education to meet the growing needs of the country. The need for the reorientation and reconstruction of teacher education curriculum at all levels has long been felt. The new curricula cannot be effectively implemented unless the teacher education curriculum is simultaneously revised.

Keeping these facts in view, the Curriculum Wing undertook a comprehensive project to revise the teacher education curriculum at all stages. As the first step, the teacher education curriculum for the elementary stage has been revised. The steps involved in such revision are mentioned, and it is pointed out that work on the secondary teacher education curriculum has been taken up in earnest.

59. Report of the National Committee on Elementary Teacher Education Curriculum 1974 --- In: Teacher-His Changing Role, 11-24. Islamabad, Curriculum Wing Ministry of Education. 1976.

The teacher is the pivot round which the whole system of education revolves. If we have good and competent teachers today, we can expect to have good citizens of tomorrow. The personality of the teacher is as valuable as his knowledge and professional skill. The teacher education program, therefore, aims at improving the quality of teachers. The objectives of teacher education are mentioned under the heads: 1. attitudes and values; 2. understanding; and 3. skills.

The report is presented under the heads: 1. analysis of the objectives; 2. general recommendations; 3. specific recommendations; and 4. scheme of studies for elementary teacher education. The last head is further discussed under one-year course, two year course and model for three-year course.

60. Secondary Teacher Education --- In: Teacher-His Changing Role, 25-32. Islamabad, Curriculum Wing, Ministry of Education. 1976.

Initial work on the revision and development of the secondary and intermediate stages of education has already started. Research studies and open seminars are being conducted on curriculum

development. On the basis of these researches and seminars the secondary teacher education curriculum is being revised and developed in the light of the emerging trends in secondary teacher education in the Asian region.

The development of secondary teacher education is discussed in some detail under the headings: 1. teachers in industrial education; 2. agro-technical teacher education; 3. teacher training program in agriculture; 4. B.Ed. and M.Ed. education programs; and 5. existing teacher training institutions.

61. SIDDIQI, Manzoor Ali. Pakistan Mein Ta'aleem-e-Moallimi Kay Aghraz-o-Maqasid (Aims and Objectives of Teacher Education in Pakistan) --- In: Qaumi Ta'aleem 1974-75, 141-144. Karachi, Government College of Education. 1975 (U).

Education institutions make and unmake nations. The sort of education we provide to our students forms the bed-rock of the conduct and character of our future generations and ultimately affects the course of history. The teachers, who are responsible for the education of our children are the main architects of society. Thus, the importance of the role of teachers demands that meticullous attention should be paid to the education of the teachers themselves. Without raising the standard of teachers education we cannot expect proper education for our future generations.

The aims of teacher education in Pakistan are: 1. formation of character; 2. true conception of life; 3. development of culture and civilization; 4. knowledge of curriculum; 5. appreciation of status; 6. respect of individuality; 7. professional competency; 8. guidance ability; and 9. sincerity. These aims of teacher education are discussed briefly.

TEACHERS

62. ABBASI, Ismat. Better Remuneration Will Attract Good Teachers --- Morning News (Karachi) January 3, 1976.

Undoubtedly, teaching is a noble profession, but the vast majority of teachers are neither devoted nor dedicated. With the large-scale nationalization of schools, the deterent of administrative

control too has gone, and the once slack teacher has become soulless. His habit of indifference and negligence is there, and the irony is that it is expected and accepted.

It is ironical that teaching is the least paying of all professions. Naturally, highly qualified and proficient people are not attracted to it. The government has done much to improve the lot of teachers, but there is still much to be done. It can do a lot to attract the best people to this profession by making it more respectable and remunerative right from the school level and allowing only the best of the lot to teachers' training colleges.

63. FLAKSHER. Teaching Standards --- Pakistan Times (Lahore) January 4, 1976.

It is true that in spite of huge expenditure on education, teaching standards are falling fast. But it is not true that excessive teaching staff is the cause of indiscipline in the teaching institutions. The real causes are: 1. There is a shortage, not an excess of teachers in colleges. 2. We have learnt by experience that no average teacher can teach more than three periods a day. 3. Teaching at school is elementary and simple, whereas teaching at college needs greater research and mental labor. 4. physical work and mental work are quite different in nature and quality.

The following measures can be taken to improve teaching standards: 1. Those desirous of becoming teachers should be required to take a competitive examination, so that only the ablest enter this noble profession. 2. Either English should be completely done away with as a means of instruction or it should be made compulsory from primary to university levels. 3. Students may be guided by psychological tests in the selection of courses of study according to their intelligence and aptitude. 4. No outside interference should be allowed in colleges and universities, and the authorities of these institutions should be empowered to control and sift out undesirable elements from educational institutions. 5. Efforts should be made to raise moral standard. The use of unfair means should be controlled with a heavy hand.

64. NIAZI, Abdul Ghaffar Shah. Moallim Aur Ma'ashra (Teacher and Society) --- In: Qaumi Ta'aleem 1974-75, 139-140. Karachi, Government College of Education. 1975 (U).

A society is the reflection of the role of the teacher. If the teacher is devoid of moral, religious, or social values, the

society as a whole will lack these virtues. In fact, the teacher is the builder of the society, and on him depends the future of the community.

The teacher deserves full cooperation from the society. Non-cooperation on the part of the society will undo his efforts and sabotage his mission. In the changing world of today the responsibilities of the teacher are manifold. He has to keep in tact the happy relationship between the past and the present in order to avoid the appearance of the generation gap. Healthy education produces a healthy society, and herein lies the importance of the role of the teacher.

TEACHING METHODS AND MEDIA

65. Catalogue of Educational Films, Filmstrips and Slides --- Islamabad, Curriculum Wing, Ministry of Education. 143p. 1975.

The importance of audio-visual instructional materials can be hardly denied in the context of multifarious developments in the field of education. Education films, filmstrips, and slides are an essential component of modern education media. The Instructional Technology Unit Films Library has a vast collection of 16mm. sound films, 35 mm. filmstrips, and slides. The Unit has prepared a catalogue to help individuals and institutions to make use of the available audio-visual materials for educational purposes.

The catalogue gives the terms and conditions of loan of these material and suggests the ways of utilizing them. The list of films is arranged by subject under the heads of 16mm. films, 16 mm. cycle films, 35mm. film strips, and slides. An alphabetical index is provided at the end.

66. SULTANA, Rehmat. Qaumi Zuban Zariyae Ta'aleem (National Language As Medium of Instruction) --- In: Qaumi Ta'aleem 1974-75, 164-167. Karachi, Government College of Education. 1975 (U).

Language plays an important part in preserving national characterstics. A nation easily loses its identity if it loses its language. This is the real tragedy of our country. We have lost touch with our own language and are adopting a foreign language. Even after independence, this attitude of neglect toward the national language has persisted. Urdu, which is our national

language, is said to be incapable of being used as medium of instruction.

The writer contends that this assumption is sheer fallacy. Urdu has served as a medium of education in the past and can serve as well today. Sincere efforts for the adoption of Urdu as the medium of instruction will definetely bear fruit.

67. Use of Instructional Technology --- In: Teacher-His Changing Role, 33-34. Islamabad, Curriculum Wing, Ministry of Education. 1976.

Pakistan is faced with multifarious problems in the fields of quantitative expansion and qualtitative improvement of its educational programs. Our education system, as it exists at present, is characterized, by heavy reliance on textbooks, lecture method, rote memorization, and other similar practices which are least conductive to the teaching-learning process. The use of modern techniques of teaching in Pakistan are expected to substantially improve the quality of instruction.

Modern technology has placed at the disposal of educationists tools and techniques of immense reach and effectiveness. The new policy emphasizes the use of modern instructional technology for the improvement and expansion of both formal and non-formal education. Some activities of the Instructional Technology Unit of the Ministry of Education are mentioned.

TECHNICAL EDUCATION

68. AHMAD, Rasheed. Admission in Engineering College --- Morning News (Karachi) January 26, 1976.

Though it is generally admitted that Karachi has the highest rate of literacy, the seats available for the students in all the four Engineering Colleges in the province of Sind are not enough to meet the demand. It is, therefore, hoped that the demand for increase in the number of seats for the students of Karachi will receive favorable attention from the Government.

The sole consideration for admission in professional colleges should be merit. As the progress of our country mainly depends on scientists and engineers, admission to Engineering Colleges should be given only to the most deserving candidates. The policy should

be so revised as to allow admission to all qualified first divisioners without any discrimination of domicile as between the urban and rural areas. Second divisioners may be admitted when all first divisioners seeking admission from any part of the province have got it.

TEXTBOOKS

69. HAQ, Shamsul. Darsi Kutub Ki Nayabi (Non-availability of Textbooks) --- Hurriyat (Karachi) January 20, 1976 (U).

It is unfortunate that the Karachi Board has omitted some lessons from the syllabus because of the non-availability of Urdu and Arabic textbooks for classes IX and X. This does not speak well for the working of the Sind Textbook Board. The complaint about the non-availability of textbooks had started right from the beginning of the academic year. But the Board always insisted that all textbooks were available in the market. Now at the end of the academic year the government has come out with the admission that the books are not available. This is not a happy stated affairs.

70. MALIK, Ghulam Sughara. Darsi Kitab (Textbook) --- In: Qaumi Ta'aleem 1974-75, 132-135, Karachi, Government College of Education. 1975 (U).

The topics of teaching are selected in the light of the prescribed syllabus and compiled in a book, called 'textbook'. The first textbook was prepared by the Greeks, and it contained the poems of Homer. In Islam, the Holy Quran became the first textbook for all Muslims. With the spread of education, the need for textbooks increased and teachers started writing textbooks on various subjects. The invention and development of printing in modern times made access to textbooks easy and cheap. Today, classroom education has become synonymous with textbooks.

The importance of textbooks is explained, in some detail showing how the selection of suitable textbooks should be made.

71. NASRULLAH, Nusrat. Keys and Guides --- Morning News (Karachi) January 31.

It seems that our teachers have lost all interest in their profession. They are possessed with the single idea of how to become rich in the shortest time. In these circumstances it is

indeed heartening to see that the Pakistan Teachers' Association has held an exhibition of books on a wide range of subjects.

According to the Association, 184 teachers entered their works for display. Several useful suggestions have been made by the Association and at least one of them is hoped to be put into immediate effect. It has been recommended that publication and use of all keys, guides, and similar stuff be immediately banned. This would involve no expenditure or trouble of any kind. It would be a welcome move for the students and teachers alike.

WOMEN'S EDUCATION

72. BANO, Saira. Makhloot Ta'aleem Aik Qaumi Masala (Co-Education - A National Problem) --- In: Qaumi Ta'aleem 1974-75, 145-148. Karachi Government College of Education 1975 (U).

In order to avoid the harmful influences of coeducation, a proposal was mooted for the establishment of separate universities for women in the country. The suggestion was well received and favorably commented upon by the media. It was hoped that this step would encourage female education throughout the country. But, in spite of this popular zeal, the authorities concerned chose to turn it down on filimsy grounds.

The article urges the authorities to take up the question in all earnestness and establish the university as early as possible. The writer has analyzed the arguments for and against the proposal and recommended the establishment of a women's university as early as possible.

73. BARIN, Roma. Home Economics Ki Ta'aleem Ka Dairae Kar (Sphere of Home Economics Education) --- In: Qaumi Ta'aleem 1974-75, 156-157. Karachi, Government College of Education. 1975 (U).

Educationists regard home economics as one of the most modern sciences. It was acknowledged as a regular subject in 1798, when for the first time a school was established to provide education of home economics to women. In Pakistan the Home Economics College was opened in 1955.

The two important aims of home economics education are: 1. to prepare girl students for successful home life; and 2. to

prepare them for some sort of professional life in future. The special aims of home economics education are discussed briefly.

74. FATIMA, Saeed. Ta'aleem-e-Niswan (Female Education) --- In: Qaumi Ta'aleem 1974-75, 149-150. Karachi, Government College of Education. 1975 (U).

Mother's lap is the first school of a child. Through his mother a child learns to distinguish between good and bad and builds his character. An illiterate mother will bring up only a misfit in the social setup. Hence the importance of female education. Apart from her role as a mother, a women plays as important a part in daily life as does a man. A woman without education is more a liability to society than our asset. It is not disputed that the nature of duties for men and women differ. However, the duties of women also require plenty of education in their respective fields.

It is heartening to note that in Pakistan the education for women is no more a taboo, and serious efforts are underway to provide all necessary education to the female population in the country. Separate syllabi, separate educational institutions, and separate special arrangements for vocational institutions are being provided for women.

75. HUSAIN, Mahmud. Female Education --- In: Education and Culture, 81-84.. Karachi, National Book Foundation. 1976.

Female education is the weekest link in our chain of education. We have neither made any serious attempt to view this problem in its socio-economic complexity, nor tried to gain a clear grasp of the educational implications of this problem. It is true that as time passes, the importance of female education grows, and educational opportunities and facilities multiply. Again, our interest in female education is at present only quantitative. We have yet to develop a qualitative interest in the education of women. Moreover, even this quantitative interest is confined to cities.

We must have a clear idea as to how our economic, political and social aspects of life and their development are inextricably bound up with the education of women. This calls for a realization of the contribution which women can make to the economic development of the country. It is pointed out that female education should be so reoriented as to contribute effectively in the

prosperity and well-being of the country.

GENERAL

76. CHAUDHURY, A.R. Educational Standard --- Sun (Karachi) March 31, 1976.

Educational standard has rapidly deteriorated specially in the recent past, in all educational institutions. Professional institutions, as those of agriculture, engineering, and medicine have been the most sufferers. It is these institutions that play the largest part in the socio-economic uplift of the country. The qualification for entry to medical colleges is only F.Sc. at present. It should be raised to B.Sc. level and only those persons should be allowed to receive medical education who are academically fit for it. We will thus have more mature, sober and efficient doctors.

77. AHMAD, Farid. Ta'aleem Ka Meaar Girraha Hai (Deterioration of Educational Standard) --- Akhbar-e-Jehan (Karachi) October 8, 1975(U).

There is no denying the fact that the new government has taken a positive step by revolutionizing the present system of education. But the results have not been very encouraging so far. The standard of education in almost all the nationalized schools has considerably deteriorated. The result is that parents do not like their wards to be admitted to these institutions. They prefer missionary schools. Added to this there is a sort of uncertainty among the students about their future. Those who complete their education have to run from pillar to post in search of employment. The education department should, therefore, make arrangement to admit the students according to their merits and aptitude and remove the causes of frustration among them.

78. KHURSHIDUZZAMAN, Agha. Education --- Pakistan Times (Lahore) February 14, 1976.

The government's efforts to improve educational standards are highly commendable. Much, however, remains to be done for the syllabi and courses of matriculation and intermediate examinations. The principal goal of education is to produce men with creative thinking. Our current textbooks do not serve this purpose because

they are simply a solid mass of bare knowledge in crude form.

It is suggested that textbooks should deal with the subjects fully and in a logical way. This approach would not only make a subject interesting and easy to understand, but would also suggest inquisitive questions and new ideas.

Another major problem is the overcrowding of irrelevant subjects for science students at the intermediate stage. By forcing science students of the intermediate classes to learn the life-histories of authors and poets and explaining lyrical poetry, we cannot produce better scientists. Therefore, the study of Urdu and English should not be compulsory for science students.

79. RODRIGUES, T.S. Educational Standards --- Morning News (Karachi) March 10, 1976.

There are various reasons that brought about the lowering of our educational standards. Some of these are: a) students coming from Urdu medium schools are given admission to English medium Colleges. Their knowledge of English is so poor that they cannot follow the subjects taught and the professors feel themselves helpless in the matter of teaching. Thus the whole class suffers. The students, on their part, turn to the only way of passing the final examination, namely adoption of unfair means. b) Similarly, teachers and professors are frequently transferred from English medium schools and colleges to Urdu medium schools and colleges, and vice versa. It is, therefore, suggested that while appointing teachers and professors an aptitude test should be held by a panel of eminent principals of colleges, and candidates should be recommended only on the basis of merit.

80 YASMEEN, Kausar. Schoolon Mein Jabree Tuition (Compulsory Tuition in Schools) --- Akhbar-e-Khawateen (Karachi) December 27, 1975 (U).

Forced tuition in schools is not a new phenomenon in the country. But it has gained momentum after the present government has withdrawn tuition fee. The teachers set out in search of private tuitions fairly long before the annual examinations begin. The parents who do not agree to send their wards for private tuition, they are duly prewarned by the teachers that their wards might fail in the examination. The parents are thus left no option but to send their wards for private tuition. Unless this 'crime' is

stopped, the standard of education will continue to deteriorate. What is worse, those students who refuse to take the advice invariably fail in the examinations. The situation needs immediate action by the Education Department.

DEVELOPMENT OF EDUCATION (Special Section)

81. Annual Development Program 1975-76 --- In: Development of Education 1973/75, 47-48. Islamabad, Curriculum Wing, Ministry of Education. 1976.

The Annual Development Program for 1975-76 is presented under the heads: 1. university and research institutions; 2. expansion and improvement of central government educational institutions; 3. institutions; 4. curriculum textbooks and evaluation; 5. scholarships/loans; 6. archaeology/museums and archives; and 7. sports, social and cultural activities.

Under the head 'university and research institutions', the details of the development program appear in the sub-heads University of Islamabad, People's Open University, Centers of Excellence, Area Study Centers, Pakistan Study Centers, Development of Urdu Language, and Construction of Building for Pakistan Institute of Development Economics. Information is provided under other heads on similar lines.

82. Baluchistan Statistics of School Education by District/Division 1970-1973 --- In: Pakistan Educational Statistics 1947-48 to 1972-73, 166-189 tables. Islamabad, Bureau of Educational Planning and Management and Central Bureau of Education. 1976.

This report contains educational information about school education by district/division during 1970-1973 in the Baluchistan province of Pakistan.

In all, there are 24 tables giving statistical information about school education in Baluchistan. Part I consists of 4 tables and gives a general summary of educational statistics. Part II has 3 tables and gives information about the number of schools. Part III consists of 12 tables and deals with enrolment at primary stage, middle stage, and high stage. Five tables of Part IV contain information about the strength of teaching staff in primary, middle, and high schools by category, sex, and locality.

83. Central Government Educational Institutions - Islamabad/Rawalpindi 1965-66 to 1972-73 --- In: Pakistan Educational Statistics 1947-48 to 1972-73, 209-216 tables. Islamabad, Bureau of Educational Planning and Management and Central Bureau of Education. 1976.

This report contains statistical information about school education for the period 1965-66 to 1972-73 for the Central Government Educational Institutions, Islamabad/Rawalpindi.

In all, there are 8 tables showing: 1. central government primary and high schools by locality and sex for the period 1965-66 to 1972-73; 2. the enrolment in central government high schools and primary schools by locality and sex for the period 1965-66 to 1972-73; 3. number of teachers in central government primary and high schools by sex and locality for the period 1965-66 to 1972-73.

84. Curriculum --- In: Development of Education 1973/75, 49-64. Islamabad, Curriculum Wing, Ministry of Education. 1976.

Curriculum development during 1973-75 is described under the heads: 1. elementary; 2. secondary and higher secondary; 3. agro-technical; 4. scheme of studies for elementary education; 5. scheme of studies for secondary stage; and 6. scheme of studies for intermediate classes.

New proposals and schemes, as envisaged in the new education policy and introduced during this period, are mentioned under the respective heads. The details of the scheme of studies for intermediate classes are given under the sub-heads of the previous scheme of studies, the new approach, science group, social science group/general group, ideological studies, and the new scheme of studies.

85. Development During 1973-74 --- In: Development of Education 1973/75, 38-43. Islamabad, Curriculum Wing, Ministry of Education. 1976.

Educational development by province during 1973-74 shows the number of new primary and secondary schools opened, upgradation of existing schools, introduction of new courses of studies, construction of new buildings for schools, additional facilities for colleges and universities, awarding of scholarships to students studying at various levels of education.

This information about development relates to the provinces of

the Punjab, Sind, N.W.F.P., Baluchistan, and the Education Division of the Federal Government and Federally Administered Tribal Areas.

86. Development Trends --- In: Development of Education in Pakistan 1973/75, 23-28p. Islamabad, Curriculum Wing, Ministry of Education. 1976.

The proportion of national resources earmarked for education in Pakistan has generally been very poor. Expenditure on education, which involves long-term investment, tends to get squeezed between the demands for the projects of a more pressing nature. An attempt will have to be made to reverse this process in the development perspective (1975-80). The per capita expenditure on education is proposed to be increased to Rs. 63, as against Rs. 23/- at present. A breakup of the present and proposed expenditure on education by 1979-80 is presented.

A sum of Rs. 9,000 million has been provided to meet the developmental cost of the proposed program in the development perspective (1975-1980). The requirements of recurring expenditure have been estimated at Rs. 8,350 million. Details by sub-sector are given in another table.

87. Elementary Teacher Education: Recommendations of the National Committee --- In: Development of Education 1973/75, 65-73. Islamabad, Curriculum Wing, Ministry of Education. 1976.

The Education Policy (1972-80) has laid much stress on the improvement of the teacher education system with a view to meeting the growing needs of the country. The need for the reorientation of our teacher education curriculum at all levels has been long felt. So, the Curriculum Wing undertook a comprehensive project to revise the teacher education curriculum for all stages. As the first step, the teacher education curriculum for the elementary stage has been revised. A National Committee for the revision of elementary teacher education curriculum was constituted in 1973. The report, as finalized by the Committee, is presented under the heads: 1. scheme for upgrading the present one-year elementary teachers training program; 2. scheme of studies for elementary teacher education (one year course); 3. scheme for elementary teacher training program (two year course); 4. model for three-year elementary teacher training college program.

88. Examination Reforms and Research --- In: Development of Education 1973/75, 90-91 . Islamabad, Curriculum Wing, Ministry of Education. 1976.

In order to implement the reforms envisaged in the new policy, it is essential to produce scientifically standardized tests, scales, and inventories of students' abilities, aptitudes, and achievements. Besides, it is necessary to develop scientific instruments for the proper diagnosis of the problems students are facing in the matter of learning, social adjustment, and motivation. It is equally important to train teachers in the use of the scientific test materials.

Accordingly, a scheme was prepared to create a Test Development and Research Sector. The Sector was created in May, 1974. Its activities since then are briefly mentioned.

89. Federally Administered Tribal Areas Statistics of School Education by Agency Area 1970-1973 --- In: Pakistan Educational Statistics 1947-48 to 1972-73, 190-200 tables. Islamabad, Bureau of Educational Planning and Management and Central Bureau of Education. 1976.

This report contains statistical information about school education during 1970-1973 in the Federally Administered Tribal Areas.

In all, there are 11 tables showing: 1. the number of primary, middle, and high schools by Agency and sex for the period 1970-71 to 1972-73; 2. the enrolment at primary, middle, and high school stages by Agency and sex for the period 1970-71 to 1972-73; and 3. the strength of teaching staff in primary, middle, and high schools by Agency, category, and sex for the period 1970-71 and 1972-73.

90. Major Programs and Physical Targets --- In: Development of Education 1973/75, 29-37 . Islamabad, Curriculum Wing, Ministry of Education. 1976.

The Education Policy (1972-80) has envisaged 100 per cent enrolment for boys and 70 per cent for girls at the elementary level by 1980. The main objectives of secondary education during the development perspective (1975-80) are mentioned. The targets for teacher education, technical education, college education, and university education are also given.

The present situation in each sector is analyzed, and reasons are given for the failure to achieve the targets according to plan. It is stressed that accelerated efforts shall have to be made for achieving the desired goals within the stipulated period. Despite

the slow and somewhat discouraging progress made in the earlier period, it is proposed to set high targets for the expansion of education for the future.

91. Northern Areas (Gilgit and Baltistan) Statistics of School Education by Agency 1970-1973 --- In: Pakistan Educational Statistics 1947-48 to 1972-73, 201-208 tables. Islamabad, Bureau of Educational Planning and Management and Central Bureau of Education.

This report contains statistical information about school education for the period 1970-1973 in the Northern Areas (Gilgit and Baltistan).

In all, there are 8 tables giving: 1. general summary, number, enrolment, and teaching staff by sex in primary, middle, and high schools in the Northern Areas; 2. the number of schools in Northern Areas by kind, locality, and sex for the period 1970-71 to 1972-73; 3. the enrolment in primary, middle, and high stages in the Northern Areas by sex and locality for the period 1970-71 to 1972-73; and 3. the teaching staff in primary, middle, and high schools in the Northern Areas by qualification, sex and locality for the period 1970-71 to 1972-73.

92. North West Frontier Province Statistics of Schools Education by District/Division 1970-1973 --- In: Pakistan Education Statistics 1947-48 to 1972-73, 74-101 tables. Islamabad, Bureau of Educational Planning and Management and Central Bureau of Education. 1976.

The report contains statistical information about school education by district/division during the period 1970-1973 in the North-West Frontier Province of Pakistan.

In all, there are 28 tables providing information about education in N.W.F.P. Part I consists of 4 tables and presents a general summary of educational statistics of the province. Part II has 3 tables and gives information about the number of schools. Part III consists of 12 tables, out of which the first 5 provide information about enrolment at primary stage, and the remaining 7 tables give information about enrolment at secondary, middle, and high stages. Nine tables of Part IV contain information about the strength of the teaching staff in primary, middle, and high schools.

93. Province-Wise Development During 1974-75 --- In: Development of Education 1973/75, 44-46. Islamabad, Curriculum Wing, Ministry of Education. 1976.

Educational development by province during 1974-75 first gives the expenditure on education for each province. Then follow the details about development in the field of primary, secondary, college and university education; introduction of new course of studies; construction of new buildings for educational institutions; and other steps taken in the field of education.

The information is provided under the heads: 1. Punjab; 2. Sind; 3. N.W.F.P.; 4. Baluchistan; 5. Federally Administered Tribal Areas; 6. Education Division of the Federal Government; 7. Establishment Division; and 8. Planning Division.

94. Punjab Statistics of Schools Education by District/Division 1970-1973 --- In: Pakistan Education Statistics 1947-48 to 1972-73, 102-125 tables. Islamabad Bureau of Educational Planning and Management and Central Bureau of Education. 1976.

This report contains statistical information about school education by district/division during 1970-1973 in the Punjab province of Pakistan.

In all, there are 24 tables giving statistical information about school education in the Punjab. Part I consists of 4 tables and presents a general summary of the statistics. Part II has 3 tables and gives information about the number of schools. Part III consists of 8 tables and deals with enrolment at primary stage, middle stage and high stage. Nine tables of Part IV present information about the strength of the teaching staff in primary, middle and high schools by category, sex, and locality.

95. Secondary Teacher Education --- In: Development of Education 1973/75, 74-86. Islamabad, Curriculum Wing, Ministry of Education. 1976.

Research studies and open seminars, are being conducted on the development of curriculum for the training of teachers of secondary and higher secondary stages of education. On the basis of these researches and seminars, secondary teacher curriculum is being revised and developed keeping in view the the emerging trends in secondary teacher education in the Asian

region.

The plans and policies for the secondary teacher education are presented in some detail under the heads: 1. teacher for industrial education; 2. agro-technical teacher education; 3. teacher training program in agriculture; 4. B.Ed. and M.Ed./M.A. education programs; 5. existing teacher training institutions; 6. adult and continuing education; 7. non-formal education; and 8. structure of the system of formal education.

96. Significant Innovations --- In: Development of Education 1973/75, 87-89 . Islamabad, Curriculum Wing, Ministry of Education. 1976.

Three subjects have been dealt with under this head: 1. the use of instructional technology, 2. teaching kit for primary schools, and 3. People's Open University.

Our education system as it exists today is characterized by heavy reliance on textbooks, lecture method, rote memorization, and similar practices which are least conducive to the teaching-learning process. To overcome this malaise the new policy has strongly advocated improvement of new media of instruction. Necessary steps taken for this purpose are mentioned.

A project has been prepared to supply teaching kits to primary schools throughout the country so as to help them improve the quality of education and implement the new curricula. Details are briefly mentioned.

Under the policy, the Government has established a People's Open University, which has opened the door to those who want to learn or improve their skills for further promotion and increase production without leaving their homes, jobs, or farms.

97. Sind Statistics of School Education by District/Division 1970-1973 --- In: Pakistan Educational Statistics 1947-48 to 1972-73, 126-165 tables. Islamabad, Bureau of Educational Planning and Management and Central Bureau of Education. 1976.

This report contains educational information about school education by district/division during 1970-1973 in the Sind province of Pakistan.

In all, there are 40 tables giving statistical information about

school education in Sind. Part I consists of 4 tables and presents a general summary of educational statistics. Part II has 3 tables giving information about the number of schools. Part III consists of 12 tables and deals with enrolment at primary stage, middle stage and high stage. Twenty-one tables of Part IV present information about teaching the strength of the staff in primary, middle and high schools by category, sex and locality.

98. Statistical Summary --- In: Development of Education 1973/75, 94-97 . Islamabad, Curriculum Wing, Ministry of Education. 1976.

A description of the quantitative growth of education in the country during the two-year period 1971-72 to 1973-74 is presented under the heads: 1. primary education; 2. secondary education; 3. vocational education; 4. teacher education; and 5. higher education.

The annexure contains thirteen tables: 1. organization of the Ministry of Education; 2. structure of the educational system; 3. educational pyramid; 4. structure of teacher education in Pakistan; 5. number of institutions; 6. enrolments; 7. number of teachers; 8. summary of number of teachers in the educational institutions in Pakistan; 9. teaching staff by level of schools, sex, and locality; 10. output of teachers in examinations conducted by directorates in Pakistan by sex; 11. apparent enrolment ratio by sex, province, level, and stage, 1970; 12. government non-development expenditure on education by type; and 13. government department expenditure on education by type.

99. Summary Education Statistics for Pakistan and Provinces --- In: Pakistan Education Statistics 1947-48 to 1972-73, 1-73 tables. Islamabad, Bureau of Educational Planning and Management and Central Bureau of Education, 1976.

This report contains statistical information about education in Pakistan from 1947 to 1973. The data provides information on Pakistan as a whole and also by province.

In all, there are 73 tables. Part A contains 11 tables providing information about Pakistan as a whole, in respect of the number of educational institutions, enrolment, teachers, expenditure by kind, level, and sex. Part B contains 18 tables and gives

information by province about school education, secondary education, and higher education. Part C contains 6 tables and provides information about expenditure on education. Part D contains 38 tables providing information on educational output right from matriculation to graduation and post-graduation stages.

100. Textbooks --- In: Development of Education 1973/75, 92/93p. Islamabad, Curriculum Wing, Ministry of Education. 1976.

As enunciated in the new education policy, the government is committed to make books available to the students at cheaper rates at all levels of education and to provide free textbooks to primary school children under phased programs. Under these committments work of different projects is underway.

At the primary level, books worth Rs. 6.6 million was distributed free of cost among Class I students all over the country. At the higher level a separate organization called National Book Foundation was established to provide books for post-matric students. A scheme for the establishment of Book Banks in universities and colleges has been launched.

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